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In chapter xi the author sets forth emphatically the need for considerable work in manual projects in school, especially in the lower grades. He specifies the advantages to be gained by such a procedure and he is quite right in reminding educators that we must not go to the extreme in this method and neglect the mental projects. A project shop is needed so equipped that it will serve the needs of the various subjects in the curriculum.

In the chapter on the project method in history, the author says that the history of the future must be less provincial; that it must emphasize the history of the present time as never before in education; and that the project method is invaluable in giving an understanding of social conditions, and cannot be excelled in inspiring and stimulating proper reactions. Three types of projects appear in history work: reading history for enjoyment, gathering information, and interpreting events in the light of other events. The author deplores the unscientific presentation of facts and truth in texts of the past. The project-problem attitude will come nearer the truth, and "Truthful dealing with the past will help the present generation to see the errors and the results of the errors, and will permit them to direct the course for the future with greater probability of justice." [Page 209.]

Let the children lead in the formulation of the problems as far as possible is the author's advice. He suggests thirty-one problems on pages 212-13, all hinging around the Great War. If the immediate present does not suggest enough to cover the past, then bring the past into the work. Analyze society to find the problems. Many problems can be obtained from the following: expansion of the American people, industrial history, cities, social and political history, and the United States a world power. He then suggests twenty-one problems to be used in connection with chronological judgment. Causal judgment will be trained in the solution of problems.

In some such detail the author shows how the method can be applied to geography.

The last two chapters are devoted to the reorganization of the curriculum and the training of teachers. Both are timely topics and worth anyone's time to study.

The bibliography is quite extensive but does not include a few of the best references on the subject.

*Bulletins on industrial education.*¹—The movement for systematic industrial education has received impetus during recent years from two sets of circumstances. In the first place, the prosecution of the war called for a maximum production of the materials of war. But enlistment and conscription produced a shortage of industrial workers. During this emergency the leaders of industry

¹ Bulletins of the Department of Labor, United States Training Service: No. 14, *Training in Industrial Plants*; No. 16, *Training in the Men's Suit and Overcoat Industry*; No. 18, *Industrial Training in the Overalls Industry*; No. 19, *Training for Shirt Makers*; No. 21, *Training in the Shoe Industry*; No. 22, *Courses of Instruction in Piano Making*; No. 24, *Industrial Training for Foundry Workers*; No. 25, *Courses of Instruction for Workers in Cotton Mills*; No. 26, *The Foreman*. Washington: Government Printing Office, 1919.

found that their only recourse for a maximum production lay in the systematic training of the workmen. Accordingly, the Department of Labor of the United States created the United States Training Service to assist the leaders of plants manufacturing war materials in the organization and administration of a system of industrial training.

The second set of circumstances giving impetus to a more carefully planned system of industrial training relates to the probable intense competition which American industries will receive in the near future at the hands of the war-stricken nations of Europe. American industrial leaders have sensed the need, under peace conditions, for producing a quantity and quality of American product that can hold its own in the markets of the world in the face of the intense competition which Europe is bound to offer.

The Department of Labor has accepted the responsibility of stimulating and assisting American industry to prepare for this oncoming industrial competition. It has retained the United States Training Service and, through this body, is issuing a series of bulletins on industrial education. These bulletins purpose to show the need of industrial education to meet the new industrial conditions produced by the World War, and to deal with the various problems of industrial education which arise in meeting these conditions.

The bulletins are of interest to the educator. In the first place, they are very suggestive in showing the relation of education to developing social needs. They abound in facts and figures showing the economic and human waste which can be avoided through proper attention to industrial training. Again, the bulletins are very suggestive in indicating that education consists in the acquiring of specific abilities. Industrial leaders have realized the necessity of making the objectives of education specific and definite. The public school has much to accomplish in this direction. Again, the bulletins are interesting to the educator from the standpoint of their emphasis on how the workmen learn together with their learning difficulties. Finally, one is impressed with the emphasis given to the conditions of effective learning such as the activity of the learner, interest, and the learner's physical condition.

One is gratified to see reflected in this increased emphasis on industrial education an effort on the part of the Department of Labor to treat the nation's industrial workers as real men and women having human desires and interests and feelings but who, because of economic necessity, have been cut off from the opportunity that has been extended to other folk. Nothing short of such depth of insight and breadth of outlook can prepare America for an intense industrial competition or can solve her social and economic problems.

A notable study of child welfare.—Several years ago the National Child Labor Committee was created to make war on child labor. This committee is still actively engaged in the cause for which it was created but within very recent years it has extended its activities to include the whole field of child welfare. At the instigation of the Kentucky Child Labor Association and the Kentucky State Board of Health an inquiry concerning child labor in Kentucky was recently instituted by the National Child Labor Committee under the special direction of Dr. E. N. Clopper.